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end of study, it is well to study the lives of such men as these. Not one of them had been put through the educational mill, yet each was a man of the widest culture, three scholars without degrees and without examinations. It would be well for the generation which is now scampering through the forms of education to pause for the reading of this sympathetic record. In some fashion equally without the advantage or the hindrance of curriculum, this father and two sons had learned the necessity of accuracy. It was the essential condition of all they knew, and the width of their knowledge was great. Whether the thought turns upon Michael studying the earlier canon of the Scriptures with a vision given to but few, or to Angelo in the shock of Pelée bursting under his feet, or to Louis in his blindness toiling over encyclopedias, the one thing seen is the passion to be right and to be content with nothing less than accuracy. It is a good lesson to learn. This biography of three teaches that lesson forcefully. There are structural defects in the volume, the literary critic will see them at once; but the very things which are thus artlessly out of the classical scheme of biographical writing will but serve to make this intimate record of thinking men told in the expression of their thoughts all the better memorial to be treasured by those to whom the men meant familiar personalities.

WILLIAM CHURCHILL.

EDUCATIONAL GEOGRAPHY

A Geography of the World. By B. C. Wallis. xvi and 369 pp. Maps, ills., index. Macmillan Co., New York, 1911. 90 cents. $7\frac{1}{2} \times 5$.

In this text-book the author says that he has laid especial emphasis upon the quantitative measurements and expression of the facts as to the geographical conditions under which man lives and works determined in relation to the world as a unit. Due to this method there is an unusually large amount of tables, graphs and other statistical matter. The book is divided into two parts. Part I deals with the world in general. It considers the great rivers, deserts, and other physiographic units of the world, as well as the peoples, animals, vegetables, and industries. The physiographic influence on the organic inhabitants of the earth is taken up in each instance as far as space will permit. Part II comprises a study of each of the continents in detail, the inorganic control and its organic response being again taken up briefly for each organic element.

W. J. BURROUGHS.

Dent's Historical and Economic Geographies. By Horace Piggott and Robert J. Finch. Book 1: World Studies. xxiii and 390 pp. Maps, ills. J. M. Dent & Sons, Ltd., London, 1912. 3s. 6d. $7\frac{1}{2} \times 5\frac{1}{2}$.

The first of a series of six geographical text-books, intended primarily to be introductory to the rest of the series. It may, however, be used independently if so desired. The subject matter is developed according to the historical sequence of events. Starting with simple astronomy and geology, a condensed survey of these subjects being given, the authors take up the history of prehistoric and primitive man; climate and its relation to the organic inhabitants of the earth; the history of geographic exploration and discovery; maps and map-making; and lastly, some of the economic aspects and principles of geography. Each of the topics touched upon are illustrated with numerous photographs, maps, and diagrams.

W. J. BURROUGHS.

High School Geography. Part III: Regional Geography. By Charles R. Dryer. Bound with Parts I and II, to make 536 pages. American Book Co. 1912. \$1.30. $8 \times 7\frac{1}{2}$.

Parts I and II appeared last spring and were reviewed in this bulletin in May, 1912. Part III deals wholly with regional geography. Prof. Dryer divides the earth into five great climatic provinces. These he calls (1) intertropical provinces, (2) sub-tropical and warm temperate provinces, (3) temperate and intemperate provinces, (4) cold temperate provinces, and (5) polar provinces.